

**Illinois State Board of Education
Elementary Visual Arts Example**

General Information

Academic Year	2015-2016
Educator Name	Example Teacher
Course/Subject	Visual Arts
Grade Level(s)	Grade 4
Interval of Instruction	9/1/15 – 2/15/16

Timeline

Initial Approval Date	9/1/15
Midcourse Check-In Date	11/15/15
Midcourse Check-In Notes: No changes were made.	

Element 1: Learning Goal

<input type="checkbox"/> Describe the learning goal.	Students will demonstrate awareness and understanding of cultural patterns and symbols.
<input type="checkbox"/> Identify the content standards associated with the learning goal. <i>Include the text of the content standards.</i>	<p>VA:Cr1.1.4a Brainstorm multiple approaches to a creative art or design problem.</p> <p>VA:Cr3.1.4a Revise artwork in progress on the basis of insights gained through peer discussion.</p> <p>VA:Re8.1.4a Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.</p> <p>VA:Cn10.1.4a Create works of art that reflect community cultural traditions.</p>
<input type="checkbox"/> Describe the student population.	The student population includes fifty fourth grade students. Julia and Margaret are identified as English Learners.

<input type="checkbox"/> Summarize the instructional strategies used to teach the learning goal.	The teacher will engage students in direct instruction and provide opportunities for students to investigate different cultural patterns and symbols.
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Discussion Questions

- What “big idea” is supported by the learning goal?
- How does the learning goal support students’ development of critical thinking, problem solving, and analytical skills?

Element 2: Assessment

<input type="checkbox"/> Describe the assessment and evaluation procedures that measure students’ understanding of the learning goal.	Students will create a 12" x 12" mandala reflecting at least two symbols of personal importance using materials of their choice. In addition, the teacher will use additional activities such as self and peer assessment to support student understanding and artistic creation. All examples of student work may be collected in a portfolio. The teacher will use a rubric to evaluate student work. See Example Personal Mandalas Assessment: http://www.isbe.state.il.us/assessment/pdfs/bal-asmt/example-asmts/personal-mandala.pdf
<input type="checkbox"/> Describe how the assessment and evaluation procedures will be differentiated to meet the needs of all students described in the student population.	Students may be allowed an extended period of time to complete assessments, as needed. In addition Julia and Margaret will be provided with all directions in Mandarin as well as English.

Discussion Questions

- How often will you collect data to monitor student progress toward this learning goal?
- How will you use this assessment information to monitor student progress and inform your instruction?

Element 3: Growth Targets

<input type="checkbox"/> Identify students' baseline data.		Group 1	Group 2	Group 3	Group 4
	Developing	25	20		
	Proficient			3	2
	Advanced				

<input type="checkbox"/> Using students' baseline data identify appropriate growth targets for your student population.		Group 1	Group 2	Group 3	Group 4
	Developing				
	Proficient	25	20	2	1
	Advanced			1	1

Discussion Questions

- Explain how the growth targets demonstrate ambitious, yet realistic targets, for all students described in the student population.

Element 4: Outcome

<input type="checkbox"/> Document the number or percentage of students who achieved their identified growth targets.		Group 1	Group 2	Group 3	Group 4
	Developing				
	Proficient	25	18		
	Advanced		2	3	2

Required for Evaluator

<input type="checkbox"/> Explain how the number or percentage of students who met their identified growth targets translates into an appropriate teacher rating.	All students either met or exceeded their identified growth targets.
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Element 5: Teacher Rating

Unsatisfactory	Needs Improvement	Proficient	Excellent
Less than 25% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	25% - 50% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	51% - 75% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	76% - 100% of Students Met the Indicated Growth Target(s). <input checked="" type="checkbox"/>
Date: 2/15/16	Evaluator Signature: <i>Example Evaluator</i>		
Date: 2/15/16	Teacher Signature: <i>Example Teacher</i>		